



# An Analytical Report on the Eat Sleep RIDE Social Impact Measurement Tool

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# I. Executive Summary

Eat Sleep Ride (ESR) represents an emerging concept of equine-assisted learning (EAL), a type of human-horse interaction that promotes mental well-being, integration, and resilience of communities in rural Scotland. Operating in the Scottish Borders, ESR addresses the needs of populations which are characterised by social isolation, lack of access to mental health care and socio-economic disadvantage. In a non-judgmental, safe setting, guided, ground-based equine assisted activities help participants to develop emotional regulation, resilience, self-efficacy, and interpersonal skills, whereas, in a quantifiable manner, they enhance confidence and interpersonal interactions. Vulnerable children, adolescents, neurodiverse persons, and marginalised families all benefit from receiving personalised, trauma-informed interventions that enhance psychological wellbeing and personal development.

Along with individual performance, ESR is active in terms of community cohesiveness and eco-friendly practices. Nature programmes and rewilding and ecologically sustainable facilities promote ecological literacy and an ecologically responsible relationship with nature. Volunteer pathways and leadership programmes further support skill development, mentorship, and local economic resilience. Ethical equine care is central in the model of ESR and ensures that the wellbeing of humans and animals are prioritised.

ESR relies on the Social Impact Measurement Tool, which integrates real-time data, automatic reporting, and interactive dashboards to monitor participant wellbeing, leadership progress, volunteer involvement and environment-related outcomes. The organisational data and the feedback of the participants indicate that there are remarkable improvements in the health of the psychological wellbeing, social integration and in community involvement. Comparative analysis identifies ESR as one of the unique national/international EAL organisations particularly its integration of environmental and trauma-informed intervention, and the chance to expand both formal research and geographical limitations.

Altogether, ESR can be described as an example of evidence-based equine-assisted learning that simultaneously enables the enhancement of the wellbeing of individuals and communities, leadership and social inclusion as well as environmental sustainability. Further research, collaboration and diversified funding will render it more efficient and scalable and will transform ESR into a model of a rural and community-based social enterprise.

## 2. Introduction

Amidst the growing mental health problems in the youth, especially in the rural and marginalized communities, more innovative interventions are needed to promote resilience, self-efficacy, and social connectivity. Scottish Borders rural areas have unique issues including social isolation, access to limited mental health facilities, fuel poverty, and an ageing population. This region has a population of about 17% of people below the age of 16 years, mental ill-health has been identified to be affecting one of every four adults and one out of every ten children (Scottish Government, 2017). The problems are further worsened by socioeconomic deprivation, where 43% of inhabitants suffer fuel poverty, and 47% are in rural places, which leads to high levels of depression, anxiety, and drug use (Scottish Borders Council, 2023). Simultaneously, changes in climate and the decline in biodiversity also increase eco-anxiety and sense of powerlessness in young people who need to deal with the combined effects of environmental and social stressors (Louv, 2005; Corraliza et al., 2012).

Equine-assisted learning (EAL) is an emerging discipline of interest in counselling as it utilizes the sensitive and receptive quality of equines to improve emotional control, confidence, and self-awareness (Chalmers, Dell and Rohr, 2022; Fine, 2010). Based on theories of human-animal interaction, EAL responds to the effects of nature-deficit disorder and promotes psychological health through experiential, non-judgmental interaction (Kaplan, 1995; O’Haire et al., 2015). Through providing organized experiences with horses, EAL presents an uncommon medium of acquisition of social, emotional and cognitive skills, especially in neurodiverse and at-risk communities (Bachi, Terkel & Teichman, 2012; Burgon, 2011).

This report is assessment of the social impact of the Eat Sleep Ride (ESR), a Scottish organisation, which operationalises EAL in the rural settings to empower the youth, families, as well as other community members. Combining the elements of equine-assisted interventions with community-based programs and environmentally friendly regulations, ESR demonstrates the chances to make EAL a significant contributor to social cohesion, self-efficacy, and sustainable development. This assessment is based on the organisational data, the related literature, and the social impacts measurement frameworks to explain the contributions of ESR to mental health, social inclusion, and environmental challenges and reveal the potential of its further application (Scottish Government, 2015, 2017, 2022).

### 3. Organizational Background:

# EAT SLEEP RIDE

#### Registration & History:

Registered Scottish charity (Charity Number: SC052499), established in 2017; transitioned from a Community Interest Company in November 2024.

#### Location:

Operates from a solar-powered facility at Quarry Farm, Lamberton, East Berwickshire, Scotland (**postcode: TD15 1XB**).

#### Geographic Reach:

Primarily East Berwickshire; extends to Scottish Borders, East Lothian, Northumberland; includes national partnerships.

#### Staff and Volunteers:

ESR is led by a Board of Directors, supported by professional staff, and sustained by dedicated volunteers.

#### Horses:

Utilizes 17 horses central to equine-assisted learning and therapy for emotional regulation, self-esteem, and mental health.

#### Mission:

- Empowers youth and supports families in social and economic development.
- Fosters personal growth, resilience, and community engagement through equine experiences.
- Delivers educational and therapeutic services with sustainable practices.
- Uses experiential and biodynamic approaches to strengthen community cohesion and honour equine heritage.

#### Strategic Alignment:

- Scottish Government priorities: mental health, social inclusion, environmental sustainability.
- UN Sustainable Development Goals: education, health, climate action.
- Scottish Youth Work Policy Framework: youth empowerment and volunteering pathways.

#### Key Activities

- Delivers trauma-informed equine-assisted and nature-based therapy programs.
- Coordinates volunteers and builds community capacity.
- Develops alternative educational and leadership pathways.
- Leads sustainability, biodiversity, and eco-conscious infrastructure initiatives.
- Ensures ethical horse care and applies herd dynamics to personal and leadership development.
- Fosters partnerships to expand reach, funding, and social impact.

## 4. Equine-assisted learning (EAL)

The equine-assisted learning (EAL) method is a technique that implies engaging individuals and horses to enhance personal development, emotional stability and social interaction, especially in vulnerable young people and those with mental problems (Fine, 2010; Chalmers et al., 2022). In contrast to riding lessons, EAL is based on ground exercises where the horses serve as judgement-free mirrors to encourage self-reflection, trust, empathy, and boundary-setting (Kruger et al., 2011; Hartmann et al., 2012; Birke et al., 2011).

It has been evidenced that EAL enhances self-esteem, self-efficacy, and resilience, and adolescents who participated in such programmes report to be less anxious, more self-controlled and confident (Bachi et al., 2012; Hauge et al., 2014; Wilson et al., 2017). As an example, Hauge et al. (2014) determined that there was better social support and self-efficacy among teens, which were associated with motivational factors (Ahmed et al., 2010; Bandura, 1997). EAL also addresses the issue of nature-deficit disorder that encourages stress-reduction by interacting with nature (Flatekval and Berge, 2010; Burgon, 2011; Kaplan, 1995; Louv, 2005).

In line with the One Health, EAL considers human, animal, and environmental health, with the advantage of neurodiverse and traumatised population due to the better control of emotions and relationships (Chalmers et al., 2022; Trotter et al., 2008; Schultz et al., 2007). Although EAL has several disadvantages such as limited sample sizes and inconsistent measurements (Kazdin, 2011), it assists in the development of youth, especially in rural areas, by enhancing social support (Cohen and Lakey, 2000).

## 5. Literature review

### 5.1 Self-Esteem and Emotional Resilience

EAL has been proven to have a significant positive impact on the self-esteem and emotional resilience. Interacting with horses has proven to have psychological benefits, as evidenced through the report of equine-facilitated psychotherapy as beneficial to the at-risk adolescents in the areas of self-image, self-control, and trust (Bachi et al., 2012). Such results are consistent with the self-efficacy theory of Bandura (1997) that focuses on the significance of the belief in personal capacities to develop as an individual. Through self-regulation and strengthening self-efficacy EAL allows participants to become more resilient and to handle emotional difficulties in a better manner (Bandura, 1997).

## **5.2 Social Support and Community Integration**

EAL is a major activity that promotes societal support and enhances community inclusion. Adolescents that took part in equine-assisted psychotherapy had more powerful social support and were more likely to feel a sense of belonging in the group (Wilson et al., 2017). Besides, EAL increases social interaction, which helps to build interpersonal relations and a better social support system. The interactions lead to increased inclusion and social cohesion (Burgon, 2011).

## **5.3 Mental Health and Physical Fitness**

EAL has been shown to have positive mental health and physical fitness. EAL is quite efficient in working with emotionally disordered youth as it allows building emotional regulation capabilities in individuals and enhancing physical activity through horseback riding and animal care (Ewing et al., 2007). Louv (2005) pointed out that the solution to nature-deficit disorder is EAL that reconnects people with nature, which has been proved to relieve stress and anxiety especially among the city children (Louv, 2005). The combination of physical activity and engagement with nature promotes both mental well-being and physical fitness (Ewing et al., 2007).

## **5.4 Environmental Stewardship**

EAL is also associated with fostering environmentally friendly management. Equine-assisted workshops have been proposed to promote green measures and bring environmental conservation awareness (Chalmers et al., 2022). This is supported by Louv (2005) who opines that the time spent in the company of horses makes one feel more connected to nature thereby making participants adopt sustainable practises and adopt environmental responsibility (Louv, 2005).

## **5.5 Organizational and Economic Impact**

EAL has great organisational value including improvement of team work, leadership and problem solving in group environments. Kazdin (2011) discovered that EAL enhances group dynamics and cohesiveness which are critical to success in community organisations as well as in the workplace (Kazdin, 2011). According to Trotter et al. (2008) EAL helps in building leadership and team work skills which are likely to enhance the overall organisational performance. Regarding economic aspects, O'Haire et al. (2015) revealed that EAL participation enhances employability and dependence on external support system and self-confidence that leads to career progression (O'Haire et al., 2015).

## 5.6 Animal Welfare and Ethical Considerations

An important aspect of EAL is that this therapy must focus on the well-being of the horses used in the therapeutic procedure. Treating horses ethically is a key to the successful conduction of the therapeutic process. The treatment of horses must be respectful and their health should be upheld in order to make the intervention productive (Birke et al., 2011). Human-animal relationship is essential to the success of EAL and the proper treatment of horses should be considered as human to enable them participate in therapeutic process and help participants achieve good results (Birke et al., 2011).

# 6. Comparative Analysis of Eat Sleep Ride (ESR) and Leading EAL Organisations

The Equine-Assisted Learning (EAL) organisations employ the systemic engagement with horses to facilitate personal growth, mental wellbeing, and community prosperity. The comparative **table** in **Appendix B** presents a comparative analysis of **Eat Sleep Ride (ESR)** alongside five prominent EAL organisations based on Location, Accreditation, Research Evidence, Community Engagement, Environmental Sustainability, Reach & Accessibility, Data Availability, Funding, Strengths, Weakness, Website<sup>1</sup>.

### Organisations:

- The Fortune Centre of Riding Therapy (FCRT)
- EAGALA
- PATH International
- Red Horse Foundation
- Equilore

## Comparative Analysis of Eat Sleep Ride (ESR) and Leading Equine Therapy Organizations

Key Strengths	Key Limitations
Holistic, trauma-informed approach to personal development and mental health.	No official peer-reviewed studies or published surveys of the participants.
Strong community engagement with youth, families, and vulnerable populations.	Mainly local coverage with no national or global influence.
Evidence of environmental sustainability such as solar-powered buildings and rewilding	Limited formal accreditation compared to international organisations.
Supported by charity and donations, and local grants to ensure it is running.	Funding is mostly local and this may limit the expansion of the programme.

### Comparative analysis

**Reach & Accreditation:** ESR serves local communities with national certifications (BHS, EAD); FCRT is national; EAGALA and PATH International operate globally with international credentials.

**Evidence Base:** ESR relies on internal reports; EAGALA and PATH International are supported by extensive peer-reviewed research.

**Program & Sustainability:** ESR integrates trauma-informed programs for neurodiverse youth with environmental initiatives; FCRT and PATH International lack a sustainability focus.

**Funding:** ESR is supported by local donations and national grants; FCRT by government and educational funding; EAGALA and PATH International by fees and global partnerships; Red Horse Foundation by donations and fundraising; Equilore by client fees and partnerships

### Opportunities

- **Research and Academic Credibility:** Develop formal research studies and publish outcomes to enhance academic credibility.
- **Geographical Expansion:** Expand reach through strategic partnerships and collaborations.
- **Program Evaluation:** Implement standardized participant feedback and monitoring to support program evaluation.
- **Sustainable Funding:** Explore diversified funding streams (national and international grants, corporate sponsorships, research partnerships) to increase sustainability and support program expansion.

**TABLE: COMPARATIVE ANALYSIS OF ESR WITH OTHER PEER ORGANIZATIONS**

# 7. Multidimensional Impact and Sustainability of Eat Sleep Ride

The impacts of Eat Sleep Ride (ESR) are diverse and extensive in terms of community wellbeing, social inclusion, leadership development, animal welfare and organisational sustainability. Its integrated model positions ESR as both a social enterprise and a community asset, exemplifying best practice in equine-assisted interventions while nurturing resilience, self-efficacy, and confidence among marginalised young people, families, and socio-economically disadvantaged groups.

## 7.1 Mental Health, Confidence, and Social Inclusion

ESR provides an extensive and substantial contribution to mental health with respect to improving psychological wellbeing, personal agency, and self-confidence. Its evidence-based equine-assisted interventions help in the social inclusion and resilience of vulnerable youth, families, and disadvantaged socio-economic communities. ESR can facilitate meaningful community engagement, providing equal access to developmental opportunities and avenues toward long-term social inclusion and empowerment by tackling the systemic obstacles to engagement.



## 7.2 Client Groups and Social Reach

Although marginalised youths are central in the mission of ESR, the services are offered to various and diverse groups:

- Children and adolescents who are disadvantaged.
- Carers and parents OR Adults involved in intergenerational programmes.
- Low-income and rurally isolated families
- People involved with justice and transition services.
- Refugees and asylum seekers
- Commercial clients through Herd Dynamics leadership programmes

ESR contributes to **cross-community wellbeing**, facilitating access to mainstream services and promoting social inclusion.

## 7.3 Community and Economic Contribution

The activities of ESR lead to social and economic development, combining community involvement and local capacity building:

- **Employment and Fair Pay** - ESR offers local employment and complies with the Real Living Wage as it shows its desire to uphold fair employment practices.
- **Local Economic Stimulation** - hires locals and local suppliers and also brings tourists, strengthening rural economic resilience.
- **Volunteer Development** - systematic channels allow young volunteers to move into mentoring and paid positions to build local skills and leadership in the community.



Such combined strategies makes ESR a wellbeing provider and an economic contributor, as it shows the synergistic effect of the social enterprise models.

## 7.4 Leadership and Diversity

ESR assists in the growth of young volunteers like 'Ava' who are advancing to mentoring and paid positions, a model of youth leadership paths. Collaboration and organisational resilience arise through its unique shared leadership model that is based on herd dynamics. Additionally, the multi-cultural and neurodiverse composition of its community enhances inclusivity and collective capability.



## 7.5 Horse Welfare and Dual Impact

Although horses are usually part of Equine Assisted Learning (EAL) programmes, ESR actively participates in the rescue and rehabilitation of horses, giving them meaningful and purposeful lives. This dual care takes care of the community wellbeing and the equine welfare simultaneously, which depicts a special construct of ethical practice and enhances the overall impact of the organisation in the sector of therapeutic and community-based intervention.

## 7.6 Revenue and Organisational Sustainability

ESR is financially resilient with diversified income:

- **Event Space Hire** - multi usage spaces such as yurt, fire-pit area, camping facilities, and nature walk produce additional revenue.
- **Tourism and Travel Trade** - being published on travelling websites boosts visitor interactions and exposures.
- **Produce and Sustainability Projects**- garden produce, poultry, and biofuel projects offer a small cash flow and decrease operational expenses.
- **Herd Dynamics** - certified equine-assisted leadership and team-building programmes to commercial clients, that have been piloted internally, and whose effects can be scaled.
- **Accreditation and Recognition**- membership of national networks promotes credibility and sectoral recognition.

Such strategies demonstrate financial autonomy and sustainability of ESR in the long term, which supports its ability to continue impacting communities and continue to grow over time.

## 8. Social Measurement Tool

A comprehensive social impact measurement tool has been designed to evaluate ESR's multidimensional outcomes. It comprises nine worksheets:

**Young People, Volunteers, Environmental Impact, Shared Leadership, Other Socio-Economic Groups, Control Tab, Summary Sheet, and Dashboard.**

### 8.1 Key System Features

- **Automated Data Summarization:**
  - The system facilitates automatic aggregation of data based on date entries, streamlining the reporting process and providing real-time updates for timely decision-making.
- **Dynamic Filtering and Reporting:**
  - Both the Summary and Dashboard tabs incorporate flexible filtering options that allow for targeted analysis and tailored reporting based on specific time periods, projects, or metrics.
- **Comprehensive Data Monitoring:**

The system enables seamless tracking of diverse program components, such as volunteer engagement, environmental outcomes, and leadership development, providing stakeholders with a comprehensive understanding of program impact

# EVALUATION METRICS OF THE SOCIAL IMPACT MEASUREMENT TOOL

## ● YOUNG PEOPLE

### Demographic Data

- **Data Fields:** Name, Age, Background, Unique Identifier
- **Description:** Captures essential participant information to ensure accurate tracking, analysis, and monitoring of program reach.

### Psychosocial Evaluations

- **Data Fields:** Confidence Scores, Belonging Scores, Participant Quotes
- **Description:** Tracks changes in confidence and sense of belonging at baseline, midpoint, and final evaluations. Measures mental health improvements, resilience, and social integration over time.

## ● ENVIRONMENTAL IMPACT

### Participation and Reach

- **Data Fields:** Volunteer Count, Participants Involved, Total People
- **Description:** Measures engagement, inclusivity, and program reach across diverse community groups.

### Project Activities and Documentation

- **Data Fields:** Project Area, Action Taken, Photos/Evidence, Key Themes, Notes
- **Description:** Records the location, specific environmental interventions, and qualitative insights, capturing participant reflections and contextual outcomes.

### Environmental Outcomes

- **Data Fields:** Carbon Savings, Biodiversity Actions, Nature Engagement
- **Description:** Quantifies reductions in greenhouse gas emissions, tracks eco-friendly activities, and documents participant interactions with natural environments, fostering ecological literacy, stewardship, and long-term sustainability awareness.

## ● VOLUNTEER

### Participation and Demographics

- **Data Fields:** Date, Unique ID, Full Name, Age, Location, Background, New/Returning Volunteer, Organisation, Role
- **Description:** Captures volunteer identity, and participation type to evaluate reach, inclusivity, and engagement patterns.

### Time and Activity Engagement

- **Data Fields:** Volunteer Hours (Per Week), Duration of Involvement (Weeks), Total Volunteer Hours, Volunteer Activities, Additional Projects
- **Description:** Tracks time commitment, program involvement, and specific tasks undertaken, providing insights into engagement intensity and contribution.

### Skills Development and Career Progression

- **Data Fields:** Skills Developed, Skills Used, Skills Gained, Current Commitments, Future Volunteering Plans, Career Aspirations, Learning Reflections, Personal Qualities
- **Description:** Monitors professional and personal growth, future aspirations, and reflective learning, supporting longitudinal assessment of volunteer development.

## ● SHARED LEADERSHIP

### Leadership Reflections

- **Data Fields:** Date, Unique ID, Full Name, Organisation, Type, Pre-Reflection, Post-Reflection, Values Observed, Notes (optional), Last Updated
- **Description:** Captures participants' self-reported leadership experiences before and after activities, enabling comparative analysis of growth and development over time.

### Leadership Progression

- **Data Fields:** Progression Path / Future Goal, Progression Path, Delivery Format
- **Description:** Records participants' leadership trajectories, including future goals, to track long-term development and support strategic succession planning within the programme.

# EVALUATION METRICS OF THE SOCIAL IMPACT MEASUREMENT TOOL

## ● OTHER SOCIO-ECONOMIC GROUPS

### Wellbeing Scores

- **Data Fields:** Baseline Score, Endline Score
- **Description:** Measures quantitative changes in participants' mental health and emotional wellbeing, providing objective indicators of program impact.

### Feedback and Participation

- **Data Fields:** Participant Feedback, Quotes, Activity Highlights, Date, Unique ID, Full Name, Background, Age, Project Name, Start Wellbeing Score, End Wellbeing Score, Wellbeing Change, Role, Notes, Last Updated
- **Description:** Captures qualitative insights and subjective experiences, enabling assessment of personal growth, social integration, and program effectiveness. al integration over time.

## ● PROJECTS

### Project Details

- **Data Fields:** Project Name, Event Name, Location, Description, Funder, Staff Involved, Key Themes, Event Type, Awards, Progression, Referrals
- **Description:** Records comprehensive information on each project to assess participation, thematic focus, outcomes, and facilitate detailed evaluation and reporting.

### Participant Demographics

- **Data Fields:** Participant Group (Young Riders, Parents, Local Community Members, Refugees), Unique ID
- **Description:** Captures the diversity of participants involved in each project, providing insight into inclusivity, reach, and representation.

### Participation and Outputs

- **Data Fields:** Volunteers, Young Riders, Parents, Local Community, Refugee Community, TOTAL
- **Description:** Quantifies engagement and participation levels across all target groups, enabling assessment of program reach and impact

## CONTROL TAB

### Reference Tables

- **Data Fields:** Scoring Keys, Skills Tracking, Themes, Referral Sources
- **Description:** Standardizes data input across all program sections, ensuring uniformity in evaluation and reporting.

### Dropdown Menus

- **Data Fields:** Predefined Options for Participant Attributes, Project Types, Activity Categories
- **Description:** Streamlines data entry, reduces manual errors, and ensures consistent categorization across datasets.

### Skills Development and Career Progression

- **Data Fields:** Skills Developed, Skills Used, Skills Gained, Current Commitments, Future Volunteering Plans, Career Aspirations, Learning Reflections, Personal Qualities
- **Description:** Monitors professional and personal growth, future aspirations, and reflective learning, supporting longitudinal assessment of volunteer development.

## Summary

### Aggregated Program Data

- **Data Fields:** Total Young People, Average Confidence Growth, Total Volunteer Hours, Average Wellbeing Scores, Total Projects
- **Description:** Automatically calculates and presents key program metrics, enabling comprehensive tracking, performance evaluation, and informed strategic planning.

## DASHBOARD

### Interactive Data Visualization:

- Offers interactive filters to view data by project, allowing stakeholders to easily access relevant information.

### Time-Based Filtering:

- Supports filtering by date, week, or month, enabling the generation of specific reports based on time periods and project activities

### Real-Time Data Updates:

- Automatically updates to reflect new data as it is entered into the system, providing up-to-date information and allowing for responsive decision-making.

# 9. Functionality and Integration of the Data Management Tool for Program Monitoring and Evaluation

The effective management of program data is critical for ensuring accurate monitoring, timely evaluation, and evidence-based decision-making. The following table presents the core functions of the data management tool, emphasizing its capacity to streamline data collection, maintain data integrity, enable real-time reporting, and facilitate comprehensive analysis. Each function is aligned with specific purposes and operational features, demonstrating how the tool supports both programmatic oversight and strategic evaluation of outcomes.

FUNCTIONALITY	PURPOSE	KEY FEATURES
DIGITAL SURVEY INTEGRATION	Streamline data collection and ensure real-time input.	<ul style="list-style-type: none"> <li>DIGITAL SURVEYS AT BASELINE, MIDLINE, ENDPOINT.</li> <li>AUTOMATIC CAPTURE INTO CENTRAL DATABASE.</li> <li>LINKED TO STANDARDIZED DROPDOWNS.</li> <li>REAL-TIME MONITORING FOR DYNAMIC ADJUSTMENTS.</li> </ul>
SYSTEMATIC DATA ENTRY	ENSURE CONTINUOUS, STANDARDIZED MONITORING.	<ul style="list-style-type: none"> <li>SCHEDULED DATA ENTRY.</li> <li>UNIFORM FORMAT VIA DROPDOWNS.</li> <li>VALIDATION PROTOCOLS TO MAINTAIN DATA INTEGRITY.</li> </ul>
AUTOMATED REPORTING	PROVIDE INSTANT INSIGHTS INTO PROGRAM PERFORMANCE.	<ul style="list-style-type: none"> <li>REAL-TIME SUMMARY REPORTS.</li> <li>CUSTOMIZABLE BY DEMOGRAPHICS, TIME, OR PROGRAM COMPONENT.</li> <li>CONTINUOUS UPDATES FOR EVIDENCE-BASED DECISIONS.</li> </ul>
DYNAMIC DASHBOARDS	ENABLE VISUAL ANALYSIS OF TRENDS AND OUTCOMES.	<ul style="list-style-type: none"> <li>INTERACTIVE DASHBOARDS WITH FILTERING.</li> <li>GRAPHS, CHARTS, TABLES FOR EASY INTERPRETATION.</li> <li>CUSTOMIZABLE VIEWS FOR STAKEHOLDERS.</li> </ul>
DATA FILTERING & SEGMENTATION	ALLOW TARGETED ANALYSIS OF PROGRAM ASPECTS.	<ul style="list-style-type: none"> <li>ADVANCED FILTERS BY AGE, ROLE, LOCATION, OR TIME.</li> <li>CROSS-TABULATION FOR MULTI-VARIABLE COMPARISONS.</li> </ul>
REAL-TIME SYNCHRONIZATION	MAINTAIN UP-TO-DATE DATA FOR TIMELY DECISIONS.	<ul style="list-style-type: none"> <li>AUTOMATIC UPDATES ACROSS DASHBOARDS AND REPORTS.</li> <li>INSTANT INTEGRATION OF SURVEY RESPONSES.</li> </ul>
SECURE STORAGE & ACCESS	PROTECT DATA AND ENSURE AUTHORIZED ACCESS.	<ul style="list-style-type: none"> <li>ROLE-BASED PERMISSIONS.</li> <li>DATA ENCRYPTION.</li> <li>AUDIT TRAILS FOR TRANSPARENCY.</li> </ul>

**TABLE: FUNCTIONALITY AND KEY FEATURES OF THE SOCIAL IMPACT MEASUREMENT TOOL**

# 10. Survey Questionnaire:

This questionnaire is designed to gather participants' perspectives and experiences regarding the Eat Sleep Ride programme, with the aim of evaluating its social, educational, and environmental impacts.

**Participant Demographics:** Captures age, gender, employment status, educational background, residence, organizational role, duration of involvement, and prior participation.

**Project Engagement:** Records project title, participation dates, and location (on-site, virtual, or hybrid).

## **Personal Development and Social Impact:**

- **Safety and Inclusion:** Evaluates safety and inclusivity and heardness.
- **Confidence and Growth:** Measures self-reported confidence levels pre- and post-participation.
- **Skill Development:** Evaluates acquisition of practical, interpersonal, leadership, and environmental competencies.
- **Social Connectivity:** Explores sense of belonging, social networks, and collaborative engagement with diverse participants.
- **Emotional Resilience and Well-being:** Measures mental health, emotional stability, and perceived barriers to engagement.
- **Environmental Impact:** Examines engagement in sustainable practices, biodiversity initiatives, carbon reduction efforts, and connection with nature.
- **Organizational and Community Impact:** Evaluates the benefits to the host organization, development of a partnership, cultural benefits, and community-wide benefits.

## **Health and Well-being Outcomes:**

- **Physical Health:** Measures improvements in physical fitness and activity levels.
- **Mental and Emotional Health:** Assesses the ability to deal with stress, self-efficacy, and general psychological wellness.
- **Quality of Life and Behavioural Change:** Examines lifestyle improvements, work-life balance, and broader life satisfaction.

**Economic Impact:** Evaluates employability, financial stability, career prospects, and reduced reliance on external support.

**Participant Feedback:** Captures motivation for participation, likelihood of recommendation, and qualitative reflections.

## II. Recommendations

To strengthen Eat Sleep Ride's (ESR) impact and maximise organisational, academic, and policy relevance, the following strategic recommendations are proposed:

### 1. Structured Data Collection and Entry

- Utilise the Social Impact Measurement Tool rigorously, ensuring consistent and timely updates. Standardised input fields should capture participant demographics, psychosocial outcomes, leadership development, volunteer contributions, and environmental engagement.
- Implement automated digital surveys with real-time integration into the central database, reducing transcription errors, enhancing data consistency, and enabling longitudinal evaluation of programme outcomes. Sample survey questionnaire is attached on **appendix B**.

### 2. Systematic Monitoring and Evaluation

- Introduce continuous quality assurance processes, including periodic data audits, validation protocols, and cross-referencing of key indicators, to maintain dataset integrity and reliability.
- Expand interactive dashboards to visualise participant progress, volunteer engagement, and environmental outcomes, supporting evidence-based decision-making and dynamic programme adjustments.

### 3. Research and Knowledge Generation

- Conduct longitudinal and comparative studies to evaluate the sustained effects of equine-assisted learning on mental health, social integration, and personal development across diverse populations.
- Develop collaborations with academic institutions to publish peer-reviewed research, enhancing ESR's scholarly profile and contributing robust evidence to the field of equine-assisted interventions.

### 4. Policy Translation and Dissemination

- Utilise research findings and evaluation data to inform policymakers, funding agencies, and community stakeholders regarding the effectiveness and scalability of EAL programmes.
- Advocate for the integration of evidence-based equine-assisted and nature-based interventions within rural mental health and social inclusion strategies.

### **5. Expansion and Sustainability**

- Explore strategic partnerships, diversified funding streams, and geographic expansion to increase programme reach while maintaining ethical standards and quality assurance.
- Continue integrating environmental stewardship and ethical equine care, sustaining ESR's dual impact on human wellbeing and animal welfare and reinforcing its position as a model of community-focused social enterprise.

## **12. Conclusion**

Eat Sleep Ride (ESR) exemplifies a pioneering model of equine-assisted learning, generating substantial social, psychological, and environmental benefits across rural Scottish communities. By integrating trauma-informed interventions with community engagement, leadership development, volunteer pathways, and ethical equine care, ESR promotes resilience, self-efficacy, social inclusion, and environmental stewardship among diverse participant groups.

The organisation's holistic approach addresses critical gaps in mental health provision for marginalised youth, disadvantaged families, and other socio-economically vulnerable populations. In doing so, it contributes not only to individual wellbeing but also to community cohesion, local economic resilience, and sustainable development.

The Social Impact Measurement Tool provides a robust framework for systematic monitoring, capturing meaningful outcomes, tracking participant growth, and evaluating programme effectiveness. Leveraging structured data collection, research partnerships, and stakeholder engagement will further consolidate ESR's evidence base, enhance academic credibility, and support policy advocacy.

Sustained focus on ethical equine care, environmental stewardship, and diversified funding will ensure long-term organisational resilience and scalability. Overall, ESR represents best practice in equine-assisted interventions and community-focused social enterprise, offering a replicable and evidence-informed model for improving mental health, social inclusion, and wellbeing in rural contexts.

## 13. Acknowledgement

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**AI Declaration: I did not use generative AI tools in the preparation of this report.**

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# 15. APPENDIX

## 15.1 Appendix A

Link to the social impact measurement tool : [social impact measurement tool \(1\).xlsx](#)

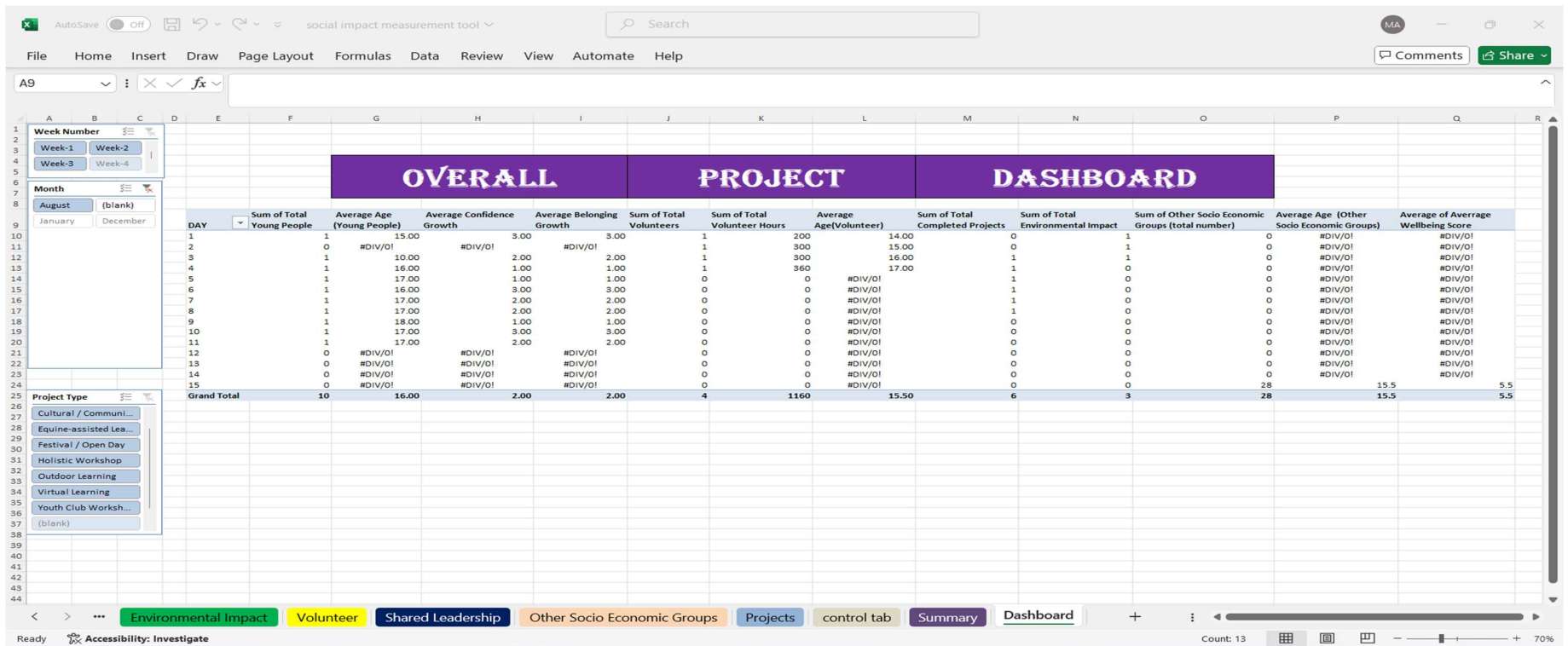


FIG: OVERALL PROJECT DASHBOARD OF THE SPICAL IMPACT MEASUREMENT TOOL

**15.2 Appendix B**

Category	Eat Sleep Ride(ESR)	The Fortune Centre of Riding Therapy (FCRT)	EAGALA`	PATH International	Red Horse Foundation	EquiCore
<b>Location</b>	Lamberton, East Berwickshire, Scottish Borders, Scotland, UK;	Avon Tyrrell, Bransgore, Christchurch, Hampshire, BH23 8EE, UK	USA (Global)	USA (Global)	Thrupp, Stroud, Gloucestershire, GL5 2EF, UK	Oxfordshire, UK
<b>Accreditation</b>	<ul style="list-style-type: none"> <li>Equine Assisted Development accredited</li> <li>Member of the British Horse Society</li> <li>Affiliated with Social Farms &amp; Gardens, Scottish Care Alliance, and Social Enterprise Scotland</li> </ul>	<ul style="list-style-type: none"> <li>Charity Commission for England and Wales</li> <li>Companies House Registered</li> <li>Ofsted Inspected</li> <li>Natspec Member</li> <li>Equestrian Qualifications UK Ltd</li> <li>British Horse Society (BHS) Approved</li> </ul>	<ul style="list-style-type: none"> <li>Certifies Mental Health Professionals and Equine Specialists</li> <li>Military Services Designation</li> <li>American Psychological Association</li> <li>American Counselling Association</li> <li>National Association of Alcoholism and Drug Abuse Counsellors</li> <li>Institute for Credentialing Excellence (ICE)</li> </ul>	<ul style="list-style-type: none"> <li>National Commission for Certifying Agencies (NCCA)</li> <li>Institute for Credentialing Excellence</li> <li>American Psychological Association</li> <li>American Counseling Association</li> <li>National Association of Alcoholism and Drug Abuse Counselors (NAADAC)</li> </ul>	<ul style="list-style-type: none"> <li>British Association for Counselling and Psychotherapy (BACP)</li> <li>Equine Assisted Growth and Learning Association (EAGALA)</li> </ul>	<ul style="list-style-type: none"> <li>Charity Commission for England and Wales (Registered Charity 1190998)</li> <li>Animal Welfare Licence (Licensing of Activities Involving Animals, England 2018)</li> </ul>
<b>Research Evidence</b>	<ul style="list-style-type: none"> <li>Limited peer-reviewed publications</li> <li>Internal Social Impact Measurement Plan with anecdotal outcomes (e.g., improved resilience)</li> </ul>	<ul style="list-style-type: none"> <li>Limited peer-reviewed studies; case studies on psychotherapeutic effects in adults with mental health issues</li> <li>Internal evaluations on life skills development</li> </ul>	<ul style="list-style-type: none"> <li>Extensive peer-reviewed research on Equine-Assisted Psychotherapy, including scoping reviews and outcome studies on mental health improvements</li> <li>Standardized models with fidelity measures</li> </ul>	<ul style="list-style-type: none"> <li>Extensive research on equine-assisted learning and therapies, including systematic reviews on social-emotional benefits</li> <li>Focus on therapeutic horsemanship outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Limited organization-specific peer-reviewed research.</li> <li>General studies on equine-assisted therapy show improvements in social functioning and emotion regulation.</li> </ul>	<ul style="list-style-type: none"> <li>Limited peer-reviewed research; general evidence on equine-facilitated psychotherapy shows improvements in emotion regulation and coping</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>Inclusive programs for neurodiverse young people their and families</li> <li>Leadership workshops and community events</li> <li>Partnerships with local schools and social services</li> </ul>	<ul style="list-style-type: none"> <li>Structured residential and non-residential programs for youths with learning difficulties</li> <li>Stakeholder engagement via open days, community events, and strategic employer partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Global training programs for professionals</li> <li>Community for mental health and equine specialists</li> <li>Programs addressing addiction, abuse, and military trauma</li> </ul>	<ul style="list-style-type: none"> <li>Global engagement standards and conferences</li> <li>Programs for participants, families, and veterans (Equine Services for Heroes®)</li> </ul>	<ul style="list-style-type: none"> <li>Programs for adults and children in partnership with schools, councils, and agencies</li> <li>Open days, courses, and fundraising for mental health support</li> </ul>	<ul style="list-style-type: none"> <li>Programs integrating equine therapy for mental health (anxiety, depression)</li> <li>Limited details on broader community involvement</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>Solar-powered facility and environmental stewardship</li> <li>Rewilding and nature-based learning initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Not explicitly documented; grounds include New Forest setting, but no formal sustainability programs</li> </ul>	<ul style="list-style-type: none"> <li>Not documented; no emphasis on sustainability in core model</li> </ul>	<ul style="list-style-type: none"> <li>Not documented; guidelines do not emphasize sustainability</li> </ul>	<ul style="list-style-type: none"> <li>15-acre grounds with woodlands and wildlife; no formal sustainability programs documented</li> </ul>	<ul style="list-style-type: none"> <li>Not documented</li> </ul>
<b>Reach &amp; Accessibility</b>	<ul style="list-style-type: none"> <li>Primarily local communities in Scottish Borders</li> <li>Focus on at-risk youth and families; accessible via A1 road</li> </ul>	<ul style="list-style-type: none"> <li>National scope, primarily youth aged 16–25 with special educational needs and disabilities (• Inclusive equine-facilitated education)</li> </ul>	<ul style="list-style-type: none"> <li>Global certified professionals</li> <li>Serves individuals with mental health issues, including veterans and families; accessible via certified providers worldwide</li> </ul>	<ul style="list-style-type: none"> <li>Global certified network</li> <li>Serves individuals with physical, cognitive, and emotional challenges; accessible through member centers</li> </ul>	<ul style="list-style-type: none"> <li>Regional (Gloucestershire) with national elements</li> <li>Serves diverse groups having mental health challenges, veterans, and NHS staff</li> </ul>	<ul style="list-style-type: none"> <li>National scope</li> <li>Focus on individuals with mental health challenges resistant to traditional support</li> </ul>

<b>Data Availability</b>	<ul style="list-style-type: none"> <li>Annual impact reports (e.g., 2024 report on participant outcomes)</li> <li>No formal peer-reviewed surveys</li> <li>Participant’s feedback</li> </ul>	<ul style="list-style-type: none"> <li>Internal evaluations indicate enhanced independence and engagement.</li> <li>Ofsted reports on student achievements</li> </ul>	<ul style="list-style-type: none"> <li>Standardized outcome measures from peer-reviewed studies (e.g., improved emotional regulation).</li> </ul>	<ul style="list-style-type: none"> <li>Peer-reviewed research and standardized participant surveys demonstrating positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Internal participant feedback on confidence and engagement</li> <li>Client testimonials; no formal surveys</li> </ul>	<ul style="list-style-type: none"> <li>Internal reports on improved wellbeing</li> <li>No public surveys or peer-reviewed data</li> </ul>
<b>Funding</b>	<ul style="list-style-type: none"> <li>Local donations</li> <li>Charitable contributions</li> <li>UK Grants.</li> </ul>	<ul style="list-style-type: none"> <li>Government support</li> <li>Educational funding</li> <li>Charitable donations</li> </ul>	<ul style="list-style-type: none"> <li>Membership and program fees</li> <li>International partnerships</li> <li>Professional training</li> </ul>	<ul style="list-style-type: none"> <li>Certification &amp; training fees</li> <li>International partnerships</li> <li>Grants and donations</li> </ul>	<ul style="list-style-type: none"> <li>Charitable donations</li> <li>Fundraising events</li> <li>School/council partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Client fees</li> <li>Corporate partnerships</li> <li>Occasional grants</li> </ul>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Holistic, trauma-informed equine-assisted learning</li> <li>Strong integration of community and environmental elements</li> </ul>	<ul style="list-style-type: none"> <li>Structured, government-supported programs emphasizing independence</li> <li>Equine-facilitated therapy model</li> </ul>	<ul style="list-style-type: none"> <li>Evidence-based, innovative ground-based therapy</li> <li>Global recognition and ethical standards</li> </ul>	<ul style="list-style-type: none"> <li>Strong academic credibility and professional network</li> <li>Commitment to quality standards</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive therapy with strong local partnerships.</li> <li>Effective for trauma where traditional methods fail</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on self-awareness and emotional wellbeing through non-verbal equine interactions</li> </ul>
<b>Weakness</b>	<ul style="list-style-type: none"> <li>Limited empirical research beyond internal documentation</li> <li>Restricted geographical scope</li> </ul>	<ul style="list-style-type: none"> <li>Sparse peer-reviewed research</li> <li>Limited emphasis on environmental sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Environmental sustainability not prioritized</li> <li>Potential higher costs limiting accessibility</li> </ul>	<ul style="list-style-type: none"> <li>Environmental sustainability undocumented</li> </ul>	<ul style="list-style-type: none"> <li>Limited dedicated research evidence</li> <li>Restricted geographical reach</li> </ul>	<ul style="list-style-type: none"> <li>Limited peer-reviewed research, restricted accessibility, and primarily local reach.</li> </ul>
<b>Website</b>	<a href="https://eatsleeprides.org">https://eatsleeprides.org</a>	<a href="https://www.fortune.ac.uk/">https://www.fortune.ac.uk/</a>	<a href="https://www.eagala.org/">https://www.eagala.org/</a>	<a href="https://pathintl.org">https://pathintl.org</a>	<a href="https://redhorsefoundation.org">https://redhorsefoundation.org</a>	<a href="http://www.equilore.co.uk">www.equilore.co.uk</a>

**TABLE: COMPARATIVE ASSESSMENT PF ESR WITH 5 LEADING EQUINE ASSISTED LEARNING ORGANISATION**

## 15.3 Appendix C

# Eat Sleep Ride: Participant Survey

Thank you for your participation in the Eat Sleep Ride. Your feedback is important for evaluating the impact of our activities. Please fill out the following questions based on your experience.

## I. General Information

- **Date of Survey:** \_\_\_\_\_
- **Name:** \_\_\_\_\_
- **Age:** \_\_\_\_\_
- **What is your gender?**
  - Male
  - Female
  - Non-binary
  - Prefer not to say
- **What is your current employment status?**
  - Employed full-time
  - Employed part-time
  - Self-employed
  - Retired
  - Unemployed
  - Student
  - Other (please specify)
- **Background**
  - Physical disability

- Care experienced
- Justice system
- Low-Income
- Drug/Alcohol addiction

- **Where are you from?**

- Local
- Other (please specify the region )

- **What is your role in Eat sleep ride organisation?**

- Apprentice
- Carer
- Community Member
- Family Member
- Female Participant
- Parent
- Partner Organisation Representative
- Refugee
- Riding Lesson Participant
- Staff-Facilitator/Coach
- Staff-Project Coordinator
- Support Worker
- Trainee
- Volunteer-ASN Support
- Volunteer-Environmental Project
- Volunteer-Event Support
- Volunteer-General Support
- Volunteer-Youth Mentor
- Young Person

- **Duration of Involvement with Eat Sleep Ride**

- Less than 6 months
- 6–12 months
- 1–2 years

- More than 2 years
- **Returning Participant:**
  - Yes
  - No

## Project Information

- **Project Name:** \_\_\_\_\_
- **Date of Participation:**
  - Start Date:** \_\_\_\_\_
  - End Date:** \_\_\_\_\_
- **Location of the Project:**
  - Eat Sleep Ride Facility
  - Virtual (Online Platform)
  - Other (Please specify): \_\_\_\_\_

---

# 2. Personal Development and Social Impact

## Safety and Inclusion

- **To what extent do you feel safe and included during your activities at Eat Sleep Ride?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High
- **Do you feel that your voice is heard and respected within the program?**
  - Yes
  - No

Sometimes

## Confidence and Personal Growth

- **How would you rate your level of confidence before participating in Eat Sleep Ride's activities?**

1 – Very Low

2 – Low

3 – Moderate

4 – High

5 – Very High

- **4. How would you rate your level of confidence after participating in Eat Sleep Ride's activities?**

1 – Very Low

2 – Low

3 – Moderate

4 – High

5 – Very High

## Skill Development

- **Which specific skills have you developed through your involvement with Eat Sleep Ride?**

**(Check all that apply)**

Animal-Assisted Therapy and Learning

Boundary-setting and Personal Boundaries

Child Protection and Safeguarding

Community Engagement and Social Responsibility

Conflict Resolution and Mediation

Emotional Regulation and Resilience

Empathy and Compassionate Communication

Employability Skills Development

Environmental Stewardship and Sustainability

Equine-Assisted Leadership Development

First Aid and Emergency Response

- Health and Well-being Promotion
- Horse Riding and Equine Management
- Horse Training and Show Jumping
- Leadership Development
- Mentoring and Coaching
- Peer Leadership and Group Facilitation
- Peer Mentoring and Support
- Personal Development and Professional Growth
- Practical Workshops and Skill-building
- Public Speaking and Effective Communication
- Responsibility and Accountability in Group Settings
- Self-awareness and Reflection
- Self-regulation and Grounding Techniques
- Self-worth and Confidence Building
- Social Connectivity and Networking
- Social Media Management
- Teamwork and Collaboration
- Trauma-Informed Care and Training
- Volunteering and Community Service
- **How confident do you feel about applying the skills you have learned in real-world situations?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High
- **Has your participation in Eat Sleep Ride influenced your personal goals or career path?**
  - Yes

- No
- Maybe
- Please explain: \_\_\_\_\_

## Social Connectivity

- **To what extent do you feel that you belong to the Eat Sleep Ride community?**
  - 1 – Very Low: I feel completely disconnected and excluded.
  - 2 – Low: I feel somewhat disconnected and not fully included.
  - 3 – Moderate: I feel neither connected nor disconnected; I'm indifferent.
  - 4 – High: I feel included and part of the group most of the time.
  - 5 – Very High: I feel fully accepted, valued, and part of the community.
- **Has the program helped you form new relationships or strengthen existing social connections?**
  - Yes
  - No
  - Sometimes
  - Please explain: \_\_\_\_\_
- **Do you feel more connected to your community because of participating in Eat Sleep Ride's activities?**
  - Yes
  - No
  - Maybe
  - Please explain: \_\_\_\_\_
- **How do you feel the program has impacted your ability to work with diverse groups of people?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High

- **In what ways has participating in the project helped you develop your emotional resilience and mental well-being?**  
(Open-ended)

- **How would you rate your satisfaction level with your overall experience in this project?**

- 1 – Very Low: I was very dissatisfied with the experience.
- 2 – Low: I was dissatisfied with the experience.
- 3 – Moderate: I was somewhat satisfied with the experience.
- 4 – High: I was satisfied with the experience.
- 5 – Very High: I was extremely satisfied with the experience.

- **What was the most impactful part of the project for you?**  
(Open-ended)

- **How did this project contribute to your personal or professional development?**  
(Open-ended)

- **Was the project easily accessible to you?**

- Yes
- No
- Sometimes
- Please explain: \_\_\_\_\_

- **Were there any barriers that made it difficult for you to fully participate in the program?**

- Yes
- No
- If Yes, please specify: \_\_\_\_\_

# 3. Environmental Impact of the Program

- **How would you rate the overall environmental impact of the program activities you participated in?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High
  
- **To what extent do you feel the program’s activities have helped reduce carbon emissions and promoted eco-friendly practices?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High
  
- **How involved were you in activities aimed at protecting and improving local biodiversity?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High
  
- **How much did the program encourage you to engage with nature and environmental conservation?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High

- **What suggestions do you have for improving the program’s environmental impact in the future?**  
(Open-ended)
  - **Do you have any additional comments or stories about how the program has affected your views on environmental sustainability?**  
(Open-ended)
- 

## 4. Corporate and Organizational Impact

- **Are you representing any organization in the?**
  - Yes
  - No

**If yes, please specify the name of your organization:**
- **Organization Name:** \_\_\_\_\_
- **What type of organization do you represent?**
  - Corporate
  - Non-Profit
  - Community-Based Organization
  - Educational Institution
  - Government or Public Sector
  - Other (please specify): \_\_\_\_\_
- **How has your organization benefited from its involvement with Eat Sleep Ride?**  
(Select all that apply)

- Improved team collaboration
- Increased community engagement
- Enhanced employee or volunteer skills
- Positive impact on organizational culture
- Better understanding of sustainability/environmental issues
- Other (please specify): \_\_\_\_\_

- **5. Has the program contributed to any changes within your organization or community?**
  - Yes
  - No
  - If Yes, please specify: \_\_\_\_\_
- **Has the program helped your organization/community build better partnerships or collaborations?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High
- **Do you feel that the program has contributed to building a stronger sense of community within your organization?**
  - 1 – Very Low
  - 2 – Low
  - 3 – Moderate
  - 4 – High
  - 5 – Very High
- **Has the program positively influenced your organization's work culture or values?**
  - Yes
  - No
  - If yes, please specify: \_\_\_\_\_

## 5. Health Impact

## Physical Health Impact

- **How would you rate the impact of your participation in Eat Sleep Ride on your overall physical health?**
  - 1 – **Very Low:** No improvement in my physical health.
  - 2 – **Low:** Minimal improvement in my physical health.
  - 3 – **Moderate:** Moderate improvement in my physical health and fitness.
  - 4 – **High:** Significant improvement in my physical health.
  - 5 – **Very High:** Profound improvement in my overall physical health.
- **To what extent has your participation in the program increased your physical activity or exercise levels?**
  - 1 – **Very Low:** No increase in physical activity.
  - 2 – **Low:** Slight increase in physical activity.
  - 3 – **Moderate:** Moderate increase in physical activity.
  - 4 – **High:** Significant increase in physical activity.
  - 5 – **Very High:** Very high increase in physical activity and exercise.

## Mental and Emotional Health Impact

- **How has participating in Eat Sleep Ride impacted your mental and emotional health?**
  - 1 – **Very Low:** My mental and emotional health has worsened.
  - 2 – **Low:** My mental and emotional health has not improved.
  - 3 – **Moderate:** My mental and emotional health has remained the same.
  - 4 – **High:** My mental and emotional health has improved.
  - 5 – **Very High:** My mental and emotional health has significantly improved.
- **To what extent has the program helped you manage stress, anxiety, or other mental health challenges?**
  - 1 – **Very Low:** Did not help with managing stress or anxiety.
  - 2 – **Low:** Helped a little with managing stress or anxiety.
  - 3 – **Moderate:** Helped moderately with managing stress or anxiety.
  - 4 – **High:** Helped significantly with managing stress or anxiety.

- 5 – **Very High:** Greatly improved my ability to manage stress and anxiety.
- **How confident do you feel about managing your mental health after participating in Eat Sleep Ride?**
  - 1 – **Very Low:** I feel unprepared to manage my mental health.
  - 2 – **Low:** I feel somewhat unprepared to manage my mental health.
  - 3 – **Moderate:** I feel moderately confident in managing my mental health.
  - 4 – **High:** I feel confident in managing my mental health.
  - 5 – **Very High:** I feel very confident and to manage my mental health.

## Health-Related Quality of Life

- **How would you rate your overall quality of life after participating in Eat Sleep Ride?**
  - 1 – **Very Low:** My overall quality of life has significantly worsened.
  - 2 – **Low:** My overall quality of life has not improved.
  - 3 – **Moderate:** My overall quality of life has improved to some extent.
  - 4 – **High:** My overall quality of life has improved significantly.
  - 5 – **Very High:** My overall quality of life has greatly improved.
- **Has your participation in the program improved your work-life balance or personal well-being?**
  - 1 – **Very Low:** No improvement
  - 2 – **Low:** Minimal improvement
  - 3 – **Moderate:** Moderate improvement
  - 4 – **High:** Significant improvement
  - 5 – **Very High:** Very significant improvement

## Health-Related Behavioural Changes

- **To what extent do you feel the program has helped you adopt healthier lifestyle habits?**
  - 1 – **Very Low:** No improvement
  - 2 – **Low:** Minimal improvement
  - 3 – **Moderate:** Moderate improvement
  - 4 – **High:** Significant improvement

- 5 – **Very High:** Very significant improvement

## 6. Economic Impact of the Program

- **How has your participation in the Eat Sleep Ride program contributed to your overall economic well-being or financial stability?**
  - 1 – **Very Low:** No impact on my economic well-being or financial stability.
  - 2 – **Low:** Minimal positive impact on my economic situation.
  - 3 – **Moderate:** Moderate improvement in my economic well-being.
  - 4 – **High:** Significant improvement in my economic well-being.
  - 5 – **Very High:** Major enhancement of my economic opportunities and financial stability.
- **To what extent do you feel that the skills gained through the Eat Sleep Ride program have improved your employability or career prospects?**  
(1 = Very Low, 5 = Very High)
  - 1 – **Very Low:** The skills learned have not improved my employability.
  - 2 – **Low:** The skills learned have had minimal impact on my career prospects.
  - 3 – **Moderate:** The skills gained have had a moderate impact on my employability.
  - 4 – **High:** The skills have significantly improved my career prospects.
  - 5 – **Very High:** The skills acquired have greatly enhanced my employability and career opportunities.
- **To what extent do you feel that your participation in the program has helped reduce your reliance on external support, such as the NHS or social services?**
  - 1 – **Very Low:** has not been reduced.
  - 2 – **Low:** Minimal reduction.
  - 3 – **Moderate:** Moderate reduction

4 – **High**: Significant reduction

5 – **Very High**: Profound reduction.

## 7. Additional Feedback

- **What motivated you to join the Eat Sleep Ride program?  
(Select all that apply)**

Personal development

Interest in environmental impact

Leadership development

Community involvement

Learning about horses and animal care

Other (please specify): \_\_\_\_\_

- **How likely are you to recommend Eat Sleep Ride to others?**

1 – Very Unlikely

2 – Unlikely

3 – Neutral

4 – Likely

5 – Very Likely

- **Please share one quote to reflect your experience with the program.  
(Open-ended)**